DOCUMENT RESUME

ED 308 349 CE 052 744

TITLE	Vocational Education Single Parent/Displaced Homemaker Project. Annual Report July 1, 1986-June 30, 1987.
INSTITUTION	Owensboro Public Schools, Ky.
SPONS AGENCY	Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE	30 Jun 87
NOTE	19p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Career Choice; *Career Development; Career Planning; Curriculum; *Displaced Homemakers; *Employment Potential; Females; Job Placement; *Job Skills; Labor Market; Learning Activities; Lesson Plans; Mothers; Occupational Information; *One Parent Family; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; Reentry Workers; *Self Actualization; Sex Stereotypes; Womens Education

ABSTRACT

The Owensboro, Kentucky, Displaced Homemaker Program helps single parents/displaced homemakers in the Green River Area Development District to gain control of their lives by developing skills necessary to secure a job and become independent and self-sufficient. In fiscal year 1986-87, 240 persons applied for the program, which provides an orientation to the world of work, classroom training, personal and career counseling, life skills development, vocational exploration, General Educational Development test preparation, remedial and basic skills classes, and work experiences. After several evaluations, 31 participants were chosen for the fall class, and 25 were chosen for the spring class. Participants were evaluated and placed appropriately. Vocational funds were used to provide orientation, classroom training, child care, transportation, work experience, and job search skills for 23 participants. Of them, 15 are now employed, and the remainder are looking for work. Of the 66 participants enrolled in the program for the year, 42 have found employment. A job club has been formed to help the remaining participants find jobs. An additional 175 people during the year were not enrolled in the program but received a variety of services. The program has proven successful and will continue. Attachments include outlines of the program orientation and classroom curriculum, a sample course outline, and a description of the consultation program. (KC)

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OWENSBORO DISPLACED HOMEMAKER PROGRAM
1212 WEST 11th STREET
OWENSBORO, KY 42301
(502) 685-4964

VOCATIONAL EDUCATION
SINGLE PARENT/DISPLACED HOMEMAKER PROJECT
ANNUAL REPORT
JULY 1, 1986 - JUNE 30, 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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DR. CHERYL D. KING, DIRECTOR

PROJECT #C0500 V2X

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ABSTRACT

The Owensboro Displaced Homemaker Program helps single parents/displaced homemakers in the Green River Area Development District gain control of their lives by developing skills necessary to secure a job and become independent and self-sufficient.

Each year eligible displaced homemakers and single parents enroll and participate in an orientation to the world of work, classroom training, personal and career counseling, life skills development, vocational exploration, GED preparation, remedial and basic skills classes and work experience. Additional persons participate in various other services including career assessment workshops, referral and information services and group counseling.

MAJOR ACTIVITIES AND ACHIEVEMENTS

Two hundred forty persons applied for the training slots in FY 86-87. Following an initial contact with the Displaced Homemaker Program, prospective clients completed an extensive questionnaire, and were interviewed by Displaced Homemaker Program staff at least two times. Clients were then referred to Employment Services for G.A.T.B. and B.O.L.T. testing and determination of eligibility when appropriate. Upon completion of the screening process, thirty-one participants were chosen for

the fall class (Phase I) and twenty-five were chosen for the spring class (Phase II).

Two week orientation sessions were held for each phase. Phase I orientation was held September 8 - 19, 1986 and Phase II orientation was held February 2 - 13, 1987. Clients participated in group counseling sessions, tours of area industry, job search training and introduction to the world of work. (Orientation Outline is attached to this report.) Orientation classes were held in the Displaced Homemaker classroom at the Owensboro Board of Education Central Office building.

Each participant received extensive testing during orientation. Tests included the B.O.L.T. (Basic Occupational Literacy Test), the T.A.B.E. (Test of Adult Basic Education), G.A.T.B. (General Apptitude Test Battery) and the Career Assessment Interest Inventory. (Copies of the T.A.B.E. scores are enclosed with this report.) These tests provided valuable information in helping clients identify the appropriate classroom training situation, and in developing the classroom curriculum. Test results indicated that eighteen participants scored below 10th grade level on the T.A.B.E. test overall and thirty-four scored below 10th grade level on math. Strong emphasis was placed on basic skill development in the classroom curriculum.

After completion of the orientation, a class in basic skills (remedial reading, spelling, vocabulary and math), telephone usage, filing, payroll calculation, typing and

word processing was offered three hours per day for twelve weeks (curriculums attached). Participants worked very diligently to increase their grade level scores in reading and math as well as learning clerical skills. While most clients participated in the basic skills class, four participants were enrolled in Vocational School, six in Adult Education Classes through the Owensboro Board of Education, and one in Brescia College. Four clients received their GED's while attending the basic skills class.

In order to better meet the complex needs of the single parent, a "Life Skills Development" series was added to the basic classroom format. Staff from the Green River Comprehensive Care Center conducted the classes which covered Assertiveness Training, Stress Management, Child Management and Time Management. (Curriculum outline is attached to this report.) The classes were well received by our clients and enhanced the overall program.

The fall class concluded with a Christmas party for participants, their children and staff held at the Owensboro Area Museum. A picnic for participants, their children and staff was held at the conclusion of the spring class.

In addition to the participants enrolled for orientation and classroom training, ten additional single parents/displaced homemakers were enrolled and completed classroom training, work experience and/or received job search assistance.

Vocational Funds were used to provide orientation, classroom training, child care, transportation, work experience and job search skills for twenty-three participants. Fifteen have successfully completed their job search and are now employed. The remaining seven are actively looking for employment.

In addition, the child care and transportation component provided by Vocational Education funds enabled eight women to participate in training who otherwise would not have had the opportunity to do so.

Of the sixty-six participants enrolled in FY 86-87, forty-two have found employment. A Job Club has been formed that meets each Monday morning at the Displaced Homemaker Center. Job Club provides staff assistance and group support to participants as they continue their job search. Although the Green River Area Region continues to experience high unemployment, plant closings and layoffs, it is anticipated that several more participants will soon find employment.

An additional 175 people were seen during the year who were not enrolled in the program. They received a variety of services that included resume development, job hunt skills, list of job openings, counseling and referral services to vocational school, community college, adult learning center, vocational rehabilitation, Department of Employment Services and other appropriate agencies.

The Owensboro Displaced Homemaker Center worked with the Owensboro Junior League and the Owensboro-Daviess County Girl's Club to develop a program for teens at the club. The Girl's Club is located in the Rolling Height's housing project. All the girls were from very-low to low income families mostly headed by a single parent. They had very limited life expectations and little knowledge of career options or how to plan for a career.

"Envision Yourself" was a series of classes taught by volunteers from the League and community designed to encourage more positive attitudes, improve self-esteem, and explore career options (Class outline attached to this report.)

This program proved very successful with approximately twenty teens involved in the classes. Plans are being finalized to provide this program again in the fall.

RESULTS & CONCLUSIONS

With forty-two of the sixty-six participants enrolled completing their job search and now employed, we feel that our program objectives have been successfully achieved. After an evaluation of last years objectives and results, the same basic program will again be offered in 1987-88. The continued support and assistance provided by Vocational Education will enable the Owensboro Displaced Homemaker

Program to continue to serve single parents/displaced homemakers in the Green River Area Development District.

ASSURANCE OF COMPLIANCE WITH TITLE VI OF THE CIVIL RIGHTS ACTS OF 1964, SECTION 504 OF THE REHABILITATION ACT OF 1973, TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 AND THE AGE DISCRIMINATION ACT OF 1975

The applicant provides this assurance in consideration of and for the purpose of obtaining Federal grants, loans, contracts (except contracts of insurance or guaranty), property, discounts, or other Federal financial assistance to education programs or activities from the Department of Education.

The applicant assures that it will comply with:

1. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d er seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving Federal financial assistance.

2. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.

3. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 er seq. which prohibits discrimination on the basis of sex in education programs and activities receiving Federal Financial assistance.

4. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 er seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.

5. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

The applicant agrees that compliance with this Assurance constitutes a condition of continued receipt of Federal financial assistance, and that it is binding upon the applicant, its successors, transferees, and assignees for the period during which such assistance is provided. The applicant further assures that all contractors, subcontractors, subgrantees or others with whom it arranges to provide services or benefits to its students or employees in connection with its education programs or activities are not discriminating in violation of the above statutes, regulations, guidelines, and standards against those students or employees. In the event of failure to comply the applicant understands that assistance can be terminated and the applicant denied the right to receive further assistance. The applicant also understands that the Department of Education may at is discretion seek a court order requiring compliance with the terms of the Assurance or seek other appropriate judicial relief.

The person or persons whose signature(s) appear(s) below is/are authorized to sign this application , and to commit the applicant to the above provisions.

7-14-87
Date

J. Frank Yaeger
Authorized Official(s)

Owensboro Bd. of Educ.
Name of Applicant or Recipient

1335 W. 11th St.
Street

Owensboro, Ky 42302
City, State, Zip Code

DISPLACED HOMEMAKER CENTER
JTPA PROGRAM ORIENTATION

Week One: September 8-12, 1986

Monday, September 8	Introduction D.H.P. Participant Bingo Welcome - Program Supervisors Dr. J. Frank Yeager, Superintendent Owensboro Public Schools Dr. Billy Chandler, Assoc. Supt. Owensboro Public Schools Dr. Duane Miller, Special Asst. for Support Services, Owensboro Public School What Do You See? This is Today - Poem Cherish Yourself Program Overview - Cheryl King Nxxdxd Vxry Much (Needed Very Much) Forced Choice Inventory Worksheet Career Assessment Package - Take home to complete and bring back on Tuesday
Tuesday, September 9	"Who Are You" Project Accountability Sheets Film: "Who Remembers Mama?" Fact Sheet: Women's Legal Status in Ky. Economic Status of Employed Women Working Women & Household Composition Laws that Prohibit Discrimination Job Hunt Worksheet Job Search Contact Sheet How to Tell a Professional Man From a Professional Woman
Wednesday, September 10	"Who Are You" continued Stress Workshop - Causes & Symptoms Social Readjustment Rating Scale Preventive Measures "A Woman Named Mary" -
Thursday, September 11	Tape - "Displaced Homemakers in Ky." Tara Parker, Counselor, Daviess Co. Voc. School "Who Are You" continued Becky O'Bryan, Department of Employment Services--explanation of G.A.T.B. and B.O.L.T. scores
Friday, September 12	Mini-Workshop: Creating a Working Wardrobe Patti Acquisto

DISPLACED HOMEMAKER CENTER
JTPA PROGRAM ORIENTATION

Week Two: September 15-19, 1986

Monday, September 15	Cecille Hammond--Workshop Time Management and Goal Setting Books of Interest Minimum Salary Checklist Why Work? Resume Writing Workshop: Resume Writing Handbook Evaluating Sample Resume List of Action Verbs Resume Appearance: How it Should Look
Tuesday, September 16	Mark Maddox, Personnel Manager Ragu Foods "Interviewing and Employee Selection" Diana Feltner, Personnel Manager Lincoln Service Corporation Making the Job Interview Pay Off Interviewing for Information Preparing for the Job Interview 50 Questions Companies Ask Don't be Afraid Worksheet: What Have You Done in the Past 10 Years Winning People The Interview Payroll Forms--Susie
Wednesday, September 17	"The American Work Ethic" Dr.Fred Reeves, Principal Owensboro Junior High School Cookie Clark Hair and makeup mini-workshop Job Success After 35 (new) How to Fill Out an Application The Job Application Sample Applications Key Words and Abbreviations Resumes and Applications discussion
Thursday, September 18	Tour: Citizens State Bank
Friday, September 19	Follow-up Discussion Pot Luck

file

DISPLACED HOMEMAKERS TESTING

NAME	READING	MATH	ENGLISH	
Resa Hendrix	11.6	8.5	12.2	10.8
Cathy Huston	11.1	7.7	11.1	10
Carole Tumilowig	not finished	8.1	10.6	
Nancy Howard	10.9	10.5	9.7	
Sharlene Prater	11.6	11.1	11.6	
Rachel Lambert	10.3	7.8	10.7	9.6
Deborah E. Hays	11.4	9.2	10.0	10.2
Katherine Creekmur	8.8	7.3	8.7	
Gail Shaver	12.1	10.5	11.0	
Betty Hall	10.5	9.4	9.1	9.7
Virginia Vance	9.3	7.5	9.9	
Barbara Hayden	11.2	7.8	10.5	
E. Mae Phipps	12.1	8.7	11.4	10.7
Joyce Murphy	12.1	9.1	12.0	11
Judy Grant	11.6	9.6	11.6	
Connie Durbin	10.9	8.9	10.6	10.1
Delena Sosh			12.4	
Lisa Rusher	10.6	8.7	9.3	
Jennifer Robinson	11.6	9.4	11.6	
Rebecca Walsh	10.4	8.2	10.5	
Jenny Johnson	8.8	7.7	7.7	
Judy Wimsatt	10.4	9.0	7.9	9.1
Martha Bryant	12.6	11.0	11.4	
Shirley Wells	11.8	11.0	11.3	11.4
Connie Dant	12.1	11.0	11.9	
Linda Ambs	11.9	10.8	12.4	
Reta Bates	12.1	11.5	12.0	11.9
Bonita J. Shocklee	11.9	10.4		11.1
Sarah Logan			11.7	
Mary Wigginton			11.0	

DISPLACED HOMEMAKERS FEBRUARY 1987

NAME	READING	MATH	ENGLISH	
ABEL, ELLA MAE	8.5 Practice GED Scores 44 52 Real 48	6.2 Practice GED 34	6.5 Practice GED-46	7.2
BAIRD, TINA S.	10.9	8.4	9.8	9.7
BALLARD, DONNA	11.1	8.0	10.0	9.7
BURRIS, SANDY	10.3	11.5	11.9	11.2
FREEMAN, DORA	9.4	7.0	9.3	8.6
GOETZ, MARGARET	11.2	11.1	10.1	10.8
GREENWELL, DEBRA	9.7	7.6	9.1	8.8
HAMBY, AUDREY	12.5	10.8	12.2	11.8
HAYDEN, SALLY	11.5	9.2	11.7	10.8
HORSLEY, BARBARA	11.0	8.9	7.3	9.1
HOWARD, JOAN	11.2	9.7	10.5	10.5
ISBILL, LOIS	10.4	9.5	10.4	10.1
KESSLER, JOY	11.2	9.1	10.3	10.2
MORTON, JOAN	11.2	7.9	9.2	9.6
OEHSER, MARY	10.6	7.9	11.1	9.4
STEVENS, DANA	10.7	10.5	10.7	10.6
REED, BARBARA	10.2	7.9	10.1	9.4
WARD, TAMMY	10.0	8.7	9.9	9.5
WHITSETT, SANDY	10.5	7.5	9.1	9.0
WHITTINGTON, ROSALIE	12.3	12.2	11.1	11.9
FOWLER, BARBARA	11.1	8.6	12.4	10.7
JONES, PAM	12.8	12.5	13.0	12.7

DISPLACED HOMEMAKER PROGRAM
Classroom Curriculum
1987-88

1. Typing
   - A. Basic Skills
   - B. Intermediate skills
   - C. Timed writings
   - D. Practice sets

2. Telephone Usage
   - A. Manners
   - B. Speaking Voice
   - C. Use of teletrainer and practice conversations

3. Filing
   - A. Basic alphabetic rules
   - B. Practice

4. Basic Match
   - A. Review percents, fractions, and general math problems
   - B. Workbook

5. Basic English
   - A. Capitalization
   - B. Punctuation
   - C. Spelling
   - D. Possessives
   - E. Parts of speech

6. Payroll
   - A. Practice set

7. Electronic Calculators
   - A. Workbook

8. Computers
   - A. Displaywrite 2

9. Impromptu speaking

10. Writing Literacy
    - A. Journal writing
    - B. Written book reports
    - C. Workbook

WORD PROCESSING CLASS
COURSE OUTLINE
1986-87

I. Introduction
   a. Introduction to IBM computer diskette

II. Getting Started
   a. What is word processing?
   b. Formatting a diskette
   c. Loading Displaywrite 2
   d. Keyboard template
   e. Menus

III. Creating a Document
   a. Naming the document
   b. Document comments
   c. Parts of the typing area
   d. Review of backspace, tab, shift, cap lock, carrier return and other keys
   e. Ending the task
   f. Exiting Displaywrite 2

IV. Special Functions
   a. Centering
   b. Word underline
   c. Underling a series of words
   d. Display Codes
   e. Directory

V. Simple Revisions
   a. Deleting characters
   b. Deleting blocks of text
   c. Deleting codes
   d. Inserting text
   e. Replacing text

VI. Changing document format
   a. Change line format
      1. line spacing
      2. line alignment
      3. lines per cm./in.
      4. typestyle
   b. Change page format
      1. first typing line
      2. last typing line
      3. paper or envelope size
      4. print or paper source
   c. Change margin and tabs
      1. set left and right margins
      2. clear tabs
      3. set tabs

VII. Major Revisions
- a. Move a block of text
- b. Copy a block of text
- c. Overstrike a block of text
- d. Search/Replace function

VIII. Spelling Tasks
- a. Automatic
- b. Prompted

IX. Paginate a document
- a. Page end
- b. Required page end
- c. Manual pagination
- d. Automatic pagination

X. Printing a document

DISPLACED HOMEMAKER'S CONSULTATION PROGRAMM

I. CLASSROOM SERIES:

A four component series to be included as part of the curriculum for the participant groups. These classes would be presented to both morning and afternoon classes. Classroom presentation would allow informational presentation, "assignments", and follow-up, in groups small enough to be practical. As components of the curriculum, it would insure exposure to all program participants.

Time Management: Three session unit to impart skills and practical exercise in preparing, implementing, and monitoring a time management system for the individual participant.-- Time Requirement : Three one-hour sessions.

Stress Management: Three session unit which will present information about stress and its effect on our daily lives, will teach practical skills, and will develop an individualized stress management plan for each participant.-- Time Requirement : Three one-hour sessions.

Child Management: Three session unit that will teach a behavioral approach to parenting and child management, emphasizing positive motivators and rewards to deal with both typical childhood behavior and problematic behaviors. Program is designed to assist parents in reducing/eliminating unwanted behaviors, and increasing/teaching desired behaviors.-- Time Requirement : Three one-hour sessions.

Assertiveness Training: Three session program with a goal of increasing assertiveness behaviors without increasing or creating aggressiveness. Participants will learn to identify submissive behavior and thinking, and to replace it with more confident alternatives. Program is considered a base on which participant will continue to build and expand assertiveness after completion of program. Time Requirement : Three one-hour sessions.

II. SUPPORT GROUP:

A voluntary participation group meeting in which a variety of issues and needs may be addressed. This group would be open to participants from current classes as well as former class participants, and would be facilitated by a mental health consultant (co-facilitator from program staff if desired). The purpose of this group is to provide a forum for study and resolution of issues related to displacement, adjustment, and reintegration.-- Time on-going; estimated one to two hours weekly, late afternoon or evening meeting time.

GIRL'S CLUB
"ENVISION YOURSELF"
Program Outline

WHICH WAY ARE YOU HEADED?

Class 1. Charting self - where are you now?
Do you like your present situation?
Where do you think you are going?

Class 2. Testing attitudes - why do we feel & think the way we do?
Role of media/environment/life experiences (values clarification)

Class 3. Personality traits - identifying self (strengthening weakness)

Class 4. Setting goals/objectives for improvement

Class 5. Let's talk about our looks/how important are they?

Class 6. Building communication skills

Class 7. Assertiveness Training/What are your rights?

Class 8. Assertiveness Training cont'd.
(Allow for experiential opportunities to see growth.)

HOW FAR CAN YOU GO?

Class 9. Identification of aptitudes/interest

Class 10. Careers available/salaries associated with certain careers

Class 11. Choosing your lifestyle? What will your budget be?

Class 12. Field trips to vocational schools

Class 13. Field trip to local colleges

WHAT SKILLS WILL YOU NEED?

Class 14. Filling out applications (do's/dont's)

Class 15. Preparing a Resume' (necessary or not)

Class 16. Dealing with the INTERVIEW
(handling questions what to wear, what to say)

Class 17. MOCK INTERVIEWS

Class 18. What is Sexual Discrimination? What are your rights?

Class 20. Career Fair (women from the community)

Class 21. Establish Placements for Job Shadowing
(work out transportation needs, work schedule, permission slips, etc.)

JOB SHADOWING TIME

Tentative Schedule - Four hours a week for two weeks.

LUNCHEON - honor graduates with certificates